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ABSTRACT

This guide, one of a series for various grade levels, contains Some Essential Learner Outcomes (SELOs) for career education in the intermediate grades in Minnesota. (The SELOs are selected samples of knowledge statements considered as essential learning outcomes for students in each of the subject areas taught in schools.) These SELOs for the intermediate grades are organized intc seven management tasks, as follows: (1) developing a positive self-concept; (2) acquiring the discipline of work; (3) identification with the concept of work as a valued institution; (4) increasing knowledge about workers; (5) increasing interpersonal skills; (6) increasing ability to present oneself objectively; and (7) valuing human dignity. Each management task contains several performance objectives (e.g., "describe how a person's welfare is dependent upon the well being of all people in society"), further refined into enabling objectives (learning activities) such as "list the local service clubs and describe their contribution to the community." The guide also contains a map of the educational cooperative service units in Minnesota and background information on the Minnesota Career Education Incentive Program and the Minnesota Five-Year Career Education Plan. (KC)

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Career Education

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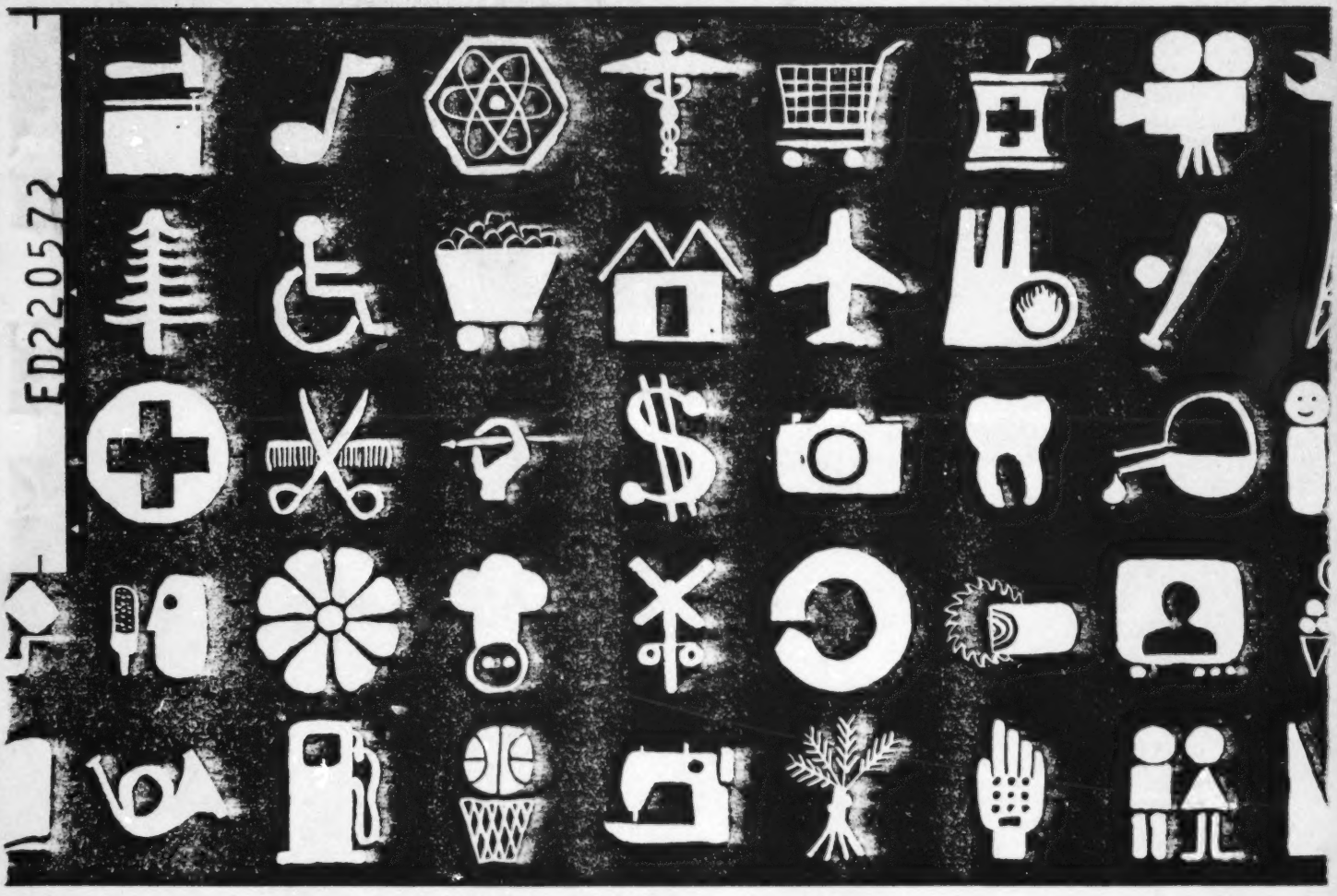

Some Essential Learner Outcomes

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Intermediate Grades 4, 5, 6

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MT 1: DEVELOPING A POSITIVE SELF CONCEPT

PO#1 Describes how self and others perceive one's strengths.
- EO#1 Identifies positive characteristics which describe one.
- EO#2 Describes positive characteristics which others see in one.
- EO#3 Identifies the characteristics self and others agree one possesses and those on which they do not agree and lists possible reasons for their disagreement.

PO#2 Describes how one perceives oneself in terms of interests, abilities, values and goals.
- EO#1 Classifies a list of terms as interests, abilities, values and goals.
- EO#2 Selects from a list one's own interests, abilities, values and goals.
- EO#3 Describes ways in which one sees self as similar to or different from workers in occupations which traditionally have been stereotyped by sex.
- EO#4 Identifies own values as they relate to work situations.
- EO#5 Identifies values of workers in occupations which traditionally have been stereotyped by sex.

PO#3 Identifies one's own values as they relate to work situations.
- EO#1 States how, if at all, one's behavior would differ from that of a worker model in a value conflict situation.
- EO#2 Identifies values one holds and lists occupations through which these values are promoted.
- EO#3 Identifies occupations in which it would be difficult to maintain the values one now holds.

PO#4 Describes work as valuable in terms of its intrinsic satisfactions.
- EO#1 Identifies satisfaction in one's work as a student.
- EO#2 Lists abilities which one enjoys using and identifies occupations in which one could use those abilities.
- EO#3 Identifies satisfactions relating to interests and values which one can gain through work.

PO#5 Describes ways in which one can express self through work.
- EO#1 Identifies personal characteristics which one values and describes one's use of those characteristics in school.
- EO#2 Lists occupations through which one could express one's interests, values and abilities.

MT 2: ACQUIRING THE DISCIPLINE OF WORK

PO#1 Demonstrates effective work habits by utilizing communication skills when giving or evaluating instructions.
- EO#1 Instructs another student or group of students in the performance of a simple task.
- EO#2 Follows instructions to perform a simple task.
- EO#3 Asks questions which make completion of a task possible.

PO#2 Identifies those factors taken into consideration by an employer when choosing from an abundance of job applicants.
- EO#1 Identifies characteristics which an employer would consider at a job interview.
- EO#2 Identifies qualifications an employer would consider important.

PO#3 Budgets one's time effectively by managing one's leisure, work and home time in ways that enable one to achieve individual goals.
- EO#1 Identifies an individual goal and constructs a schedule of leisure, work and home time which will enable one to meet that goal.
- EO#2 Identifies individual goals which may conflict in terms of the time they consume and describes alternative schedules which allow one various ways of resolving the conflict.

PO#4 Demonstrates a personal involvement in the work task and situation, responding positively to problems.
- EO#1 Selects a work task, identifies the problems involved in it, and describes means of coping with the problems.
- EO#2 In a given task selects a positive means of solving a problem.

PO#5 Demonstrates ability to organize self and situation in order to accomplish a variety of tasks.
- EO#1 Sets priorities for tasks to be done and allocates time.
- EO#2 Assesses energy and time required to complete a series of tasks within a given period and checks it out.

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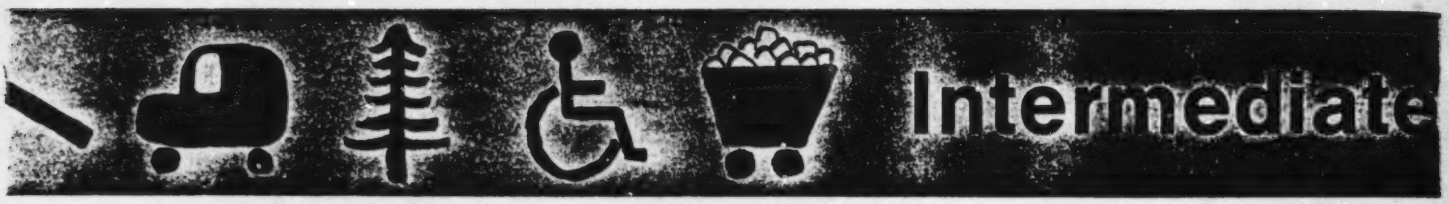


MT 3: IDENTIFICATION WITH THE CONCEPT OF WORK AS A VALUED INSTITUTION

PO#1 Explains how the things learned in work make leisure time more enjoyable.
- EO#1 Describes how work and leisure time pursuits are related.
- EO#2 Identifies skills one uses in school which make leisure time enjoyable.
- EO#3 Lists work attitudes and interests which extend appropriately to leisure time.

PO#2 Identifies and explores two or more broad occupational areas which may offer satisfying work activity.
- EO#1 Describes the satisfactions significant others gain from their occupation.
- EO#2 Identifies the contribution of occupational areas to society.

PO#3 Describes how one's interests relate to broad occupational areas.
- EO#1 Identifies work oriented interests in the home, school and community.
- EO#2 Identifies occupational areas which relate to home, school and community work-oriented interests.

PO#4 Identifies the value one places on personal endeavor and achievement as compared to societal values.
- EO#1 Identifies personal values placed on work and achievement.
- EO#2 Identifies home and societal values placed on work and achievement.
- EO#3 Describes the differences between the real and ideal in our work value system.
- EO#4 Identifies how and why personal values change as a result of societal values.
- EO#5 Identifies men and women with different work values.

MT 4: INCREASING KNOWLEDGE ABOUT WORKERS

PO#1 Identifies and utilizes nontechnical resources available for gathering information about occupations.
- EO#1 Describes human resources available to one in the school and community.
- EO#2 Constructs a sample interview questionnaire for gaining occupational information.
- EO#3 Lists resources available to one in the library, classroom and home.

PO#2 Studies workers in various occupations to learn their satisfactions and dissatisfactions.
- EO#1 Interviews workers in various occupations to learn their satisfactions and dissatisfactions.
- EO#2 Interviews workers in the same occupations and describes similarities and differences in their satisfactions, interests, attitudes and skills.
- EO#3 Identifies men and women in new, unusual, or traditional occupations about which one would like to learn more.

PO#3 Identifies the sources of power and authority in work situations and describes their effect on the worker.
- EO#1 Identifies a source of power and authority in the classroom and describes its effect on one.
- EO#2 Identifies several sources of power and authority in a work task.
- EO#3 Describes a situation in which one is a source of power and authority and describes one's effect on others.

PO#4 Identifies reasons why women and men need the stimulation and rewards of a work role in addition to a family role.
- EO#1 Identifies life patterns of men and women which are different from the traditional societal one.
- EO#2 Identifies family patterns in which men and women have equal roles in work and in home management.
- EO#3 Describes the changing roles of women and men in the labor force.
- EO#4 Lists the advantages and disadvantages of mothers working in the home.
- EO#5 Lists the advantages and disadvantages of fathers working in the home.
- EO#6 Examines satisfactions of men and women who are working outside the home.
- EO#7 Examines satisfactions of men and women who are not working outside the home.

earner Outcomes

Grades 4, 5, 6

MT 5: INCREASING INTER-PERSONAL SKILLS

PO#1 Identifies personal characteristics in one's relations with other people as they are relevant to work (e.g., persuading, cooperating, etc.).
- EO#1 Describes one's mental, physical and emotional characteristics which are apparent in work situations.
- EO#2 Identifies characteristics in one's relations with others which seem to facilitate working with them.
- EO#3 Lists characteristics which seem to hinder one's interpersonal relations and describes how one might change them.

PO#2 Describes how a person's welfare is dependent upon the well being of all people in society.
- EO#1 Identifies factors in personal well being.
- EO#2 Identifies factors of societal well being, including wages earned in work.
- EO#3 Describes the effect of local and national economy on individual well being.

PO#3 Identifies social, political and service organizations available to one and describes how one can contribute to the community and school through them.
- EO#1 Lists the local service clubs and describes their contribution to the community.
- EO#2 Identifies the political organizations in the community and describes how their policies and actions affect occupations.
- EO#3 Describes the pressures to join organizations because of work affiliations.
- EO#4 Identifies clubs, organizations and activities within the present and future school setting that might provide work-related experiences.

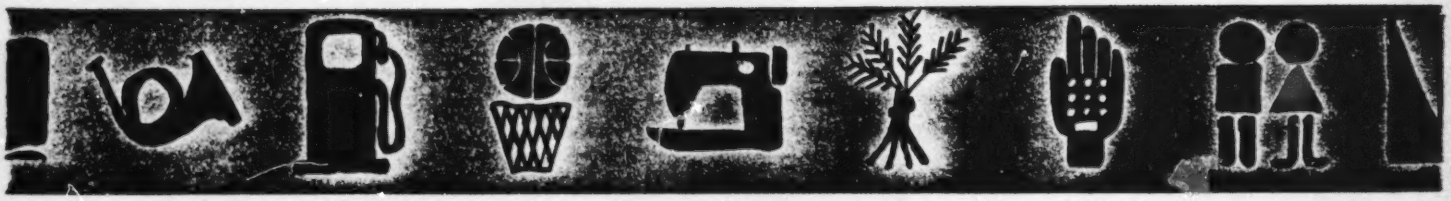
PO#4 Displays an awareness of the dynamics of group behavior by successfully functioning as a contributing member of a task oriented group.
- EO#1 Identifies ways in which one's individual experiences will benefit the work group.
- EO#2 Demonstrates in group interaction the ability to facilitate task performance through teamwork.

MT 6: INCREASING ABILITY TO PRESENT ONESELF OBJECTIVELY

PO#1 Copes with authority exercised by others in the work environment in ways which lead to effective achievement of the task.
- EO#1 Locates and identifies authority in one's environment.
- EO#2 Describes how an authority can facilitate completion of one's own task.
- EO#3 Lists ways in which one can complete one's tasks with the help of or in spite of authority exercised by others.

PO#2 Elicits and considers suggestions and evaluations regarding a given work performance.
- EO#1 Selects and performs a task, asking the teacher for suggestions.
- EO#2 Describes one's performance of a work task to one's peers; identifies and utlizes constructive suggestions.

PO#3 Describes one's obligation as an interdependent person in a work oriented community.
- EO#1 Selects an occupation and describes what would happen to society if that occupation's functions were not performed.
- EO#2 Describes how one and one's family are interdependent.
- EO#3 Identifies situations in which one's failure to perform makes it impossible for others to fulfill their tasks.



MT 7: VALUING HUMAN DIGNITY

GUIDE:
MT - MANAGEMENT TASK
PO - PERFORMANCE OBJECTIVE
EO - ENABLING OBJECTIVE

PO#1 Describes how one can contribute to society now.
- EO#1 Identifies a variety of ways in which individuals can contribute to the community.
- EO#2 Identifies social and economic needs of one's own community.
- EO#3 Lists ways in which one can contribute towards fulfilling the needs of the community.

PO#2 Describes the social worth of work by identifying the contribution of a wide range of various occupations to the well being of society.
- EO#1 Lists workers who directly affect one's life every day.
- EO#2 Identifies reasons why some occupations disappear while others are created.
- EO#3 Constructs a definition of the concept "dignity of all workers."

PO#3 Describes how work in America can help to overcome the social problems which confront humanity today.
- EO#1 Identifies social problems that are present in society today.
- EO#2 Describes how work has helped to overcome social problems in the past.
- EO#3 Identifies occupations which aggravate and which help resolve social problems.
- EO#4 Describes what one does or can do through one's occupation as a student to aggravate or alleviate social problems.
- EO#5 Identifies occupations in which women and men may help solve a major social problem.
- EO#6 Identifies community needs which might be met through creation of new jobs.

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Commissioner

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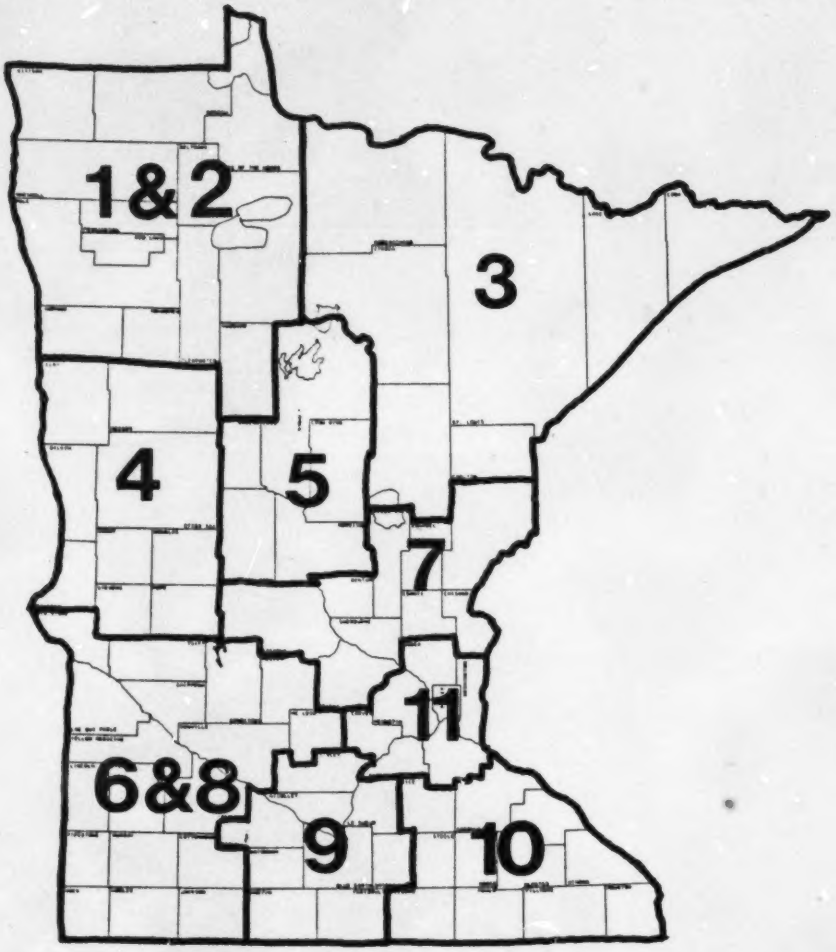
Career Education Coordinator

Capitol Square, 550 Cedar Street
Saint Paul, Minnesota

March, 1981

Educational Cooperative Service Units (ECSUs)



Regions 1 & 2, Northwest ECSU
Box 160
Thief River Falls, MN 56701
(218) 681-2700 Ext. 353

Region 3, Northeast ECSU
Box 647 Hat Trick Avenue
U.S. Hockey Hall of Fame
Eveleth, MN 55734
(218) 744-1175

Region 4, West Central ECSU
120 So. Vine St.
Fergus Falls, MN 56537
(218) 739-3273

Region 5, ECSU 5
102 NE 6th Street
Staples, MN 56479
(218) 894-1930

Regions 6 & 8, Southwest & West Central ECSU
Southwest State University
Marshall, MN 56258
(507) 537-1481

Region 7, Central ECSU
Education Building
St. Cloud State University
St. Cloud, MN 56301
(612) 255-3236

Region 9, South Central ECSU
Room 209 Pierce Plaza
360 Pierce Avenue
North Mankato, MN 56001
(507) 389-1425

Region 10, Southeast ECSU
5930 Bandel Rd.
Rochester, MN 55901
(507) 288-1282

Region 11, Metropolitan ECSU
3602 Highcrest Road N.E.
Mpls., MN 55418
(612) 781-5051

Minnesota Career Education Incentive Program

A study was undertaken by the Minnesota Department of Education in December 1978. Its purpose was to determine what Minnesota high school seniors perceive their guidance needs to be, and how well they are satisfied with the degree to which those needs have been met. The instrument used to assess the needs was the American College Testing's "River City High School Guidance Services Needs Assessment Survey". The survey measured student response on 67 need items, which were then divided into 18 need categories for manageable reference:

1. Understanding and Accepting Self
2. Developing Responsibility for Self
3. Understanding Others
4. Being Understood by Others
5. Relating to Others
6. Clarifying Values
7. Assessing Self
8. Understanding Sexual Identity
9. Understanding Other Students' Identities
10. Making Decisions
11. Developing Career Awareness
12. Exploring Careers
13. Selecting Courses and Making Educational Plans
14. Making Plans Beyond Graduation
15. Planning Careers
16. Finding Jobs and Careers
17. Understanding the Guidance Program
18. Basic Skills

The Sample

The total sample consisted of 10% of the seniors from half of the schools within each of Minnesota's eleven planning regions (see map). The return was about 80%, yielding a total sample of 3,130 students, or 4.4% of the senior class population in the state. The resulting data were studied by region, by sex and by size of school.

Outcomes

A need index and a (dis)satisfaction index were computed for each need item and category. These two variables were used together to determine the priority of need items and categories. The following results were obtained:

* The top three priority categories for the total sample were **Exploring Careers, Making Plans Beyond Graduation** and **Finding Jobs and Careers.** The same three categories were top priority for all subsamples: region, sex and size of school.
* **Planning Careers** was a low priority category among students, indicating a lack of awareness that career search needs to be an active process of research, not merely a passive exposure to a number of jobs.
* Categories of moderate priority to students were **Assessing Self, Developing Career Awareness** and to a lesser degree, **Understanding the Guidance System.**
* There was virtually no difference between the expressed guidance needs of the young women and those of the young men.
* The need "to know more about financial aid for continuing education beyond graduation" was the single highest ranking need item in the study.
* "To do an in-depth exploration of jobs which relate to my interests and abilities" was the need item for which students registered the highest degree of dissatisfaction.
* Although **Basic Skills** showed up as a low priority category among students, the item "to read faster" (from the **Basic Skills** category) was a top priority by itself.

In July 1979, Minnesota received $333,735 to meet some of these needs. These monies constituted the first year funding of a five year program called the Career Education Incentive Act (PL95-207). The legislation was designed for:

* making education a preparation for work;
* relating work roles to other life roles and choices (such as family life);
* increasing emphasis on career awareness, exploration, decision making and planning;
* doing the above in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping on account of race, sex, age, economic status or handicap.

The Career Education Incentive Act states that 5% of its funds may be used for State administration, 10% for State leadership with the remainder to be used as flow-through. It further states the 15% of the flow-through money must be used for career guidance and counseling activities.

Because of the limited funds available, the Minnesota Career Education Task Force recommended that funds be allocated to the Educational Cooperative Service Unit (ECSU) in each planning region (see map) to serve the needs of the schools in that area. Each ECSU is eligible to receive an equal proportional amount, with the Metro ECSU and the Southwest ECSU counting as two because they each serve two planning regions.

First priority for funding was given to ECSU proposals. All ECSUs chose to participate in the program. Criteria for funding was based on the plan's identification of regional career education needs and how the plan proposed to meet those needs. The legislation states that criteria must also consider the availability of ECSU services to all schools, public and non-public, regardless of whether the schools are members of an ECSU. Each ECSU plan must also specify activities designed to reduce or eliminate bias and stereotyping.

Local districts who desire to be involved in the program should contact their ECSU for more information. Please address correspondence with with **attention: Career Education.**

SELOs — What Are They?

SELOs are a series of documents published by the Minnesota State Department of Education. They contain selected samples of knowledge statements considered as some essential learning outcomes for students in each of the subject matter areas taught in schools. These samples were chosen by groups of Minnesota educators in each discipline.

How Can SELOs be Used

Districts. Districts are charged to meet the requirements of Minnesota law in Chapter 271 which requires planning, evaluating and reporting to the public. The SELOs will be helpful to districts as they look at their educational plan.

Districts differ in whether they already have established goals and objectives, would like to develop their own goals and objectives, or are looking for some ready-made goals and objectives to adopt. SELOs may be useful in all three situations. Districts may want to review their established goals in the light of these documents. They may use the documents as a springboard for developing goals that are suitable for their own community. They may take parts of some, or all of, the existing documents for their own goals.

The SELO documents will help districts to analyze the scope and sequence of their program across all content areas. They will provide a means to look at curriculum across the K–12 program.

Elementary Level. SELOs can be used in the elementary school to review the curriculum offerings in all content areas and to select from this vast array of goals those that realistically can be chosen for students in the K–6 program. The elementary staff can give attention to providing a balanced program that encompasses all of career education.

Elementary staff can use SELOs to determine whether they have a sequential development of learnings within their elementary curriculum.

SELOs can be compared with the goals of the commercial materials in use in the school to look for commonalities, gaps or differences in emphasis.

Secondary Level. SELOs may be used by chairpersons and committees within the secondary school to help review the comprehensiveness of the school program. They can also be used among the chairpersons and faculty as a base for establishing interdisciplinary dimensions in the curriculum. It is also desirable to view career education in its vertical dimension by looking at what is emphasized at each level.

SELOs can be used to identify what is essential to be learned in each management task, as well as to describe manageable parameters of the secondary school program offerings that should be available to students.

Classrooms. Teachers can make use of SELOs to review classroom goals for students, to review how student progress is reported to parents, whether there is a comprehensive approach to career education, whether there is sufficient depth in meeting the individual needs of some learners, and whether there is sufficient flexibility in adapting program goals to learners who are not yet able to handle the goals established for the group.

Minnesota 5-year Career Education Plan

Nine Student Outcome Goals:

1. Awareness and understanding of one's values, interests, aptitudes, rights and responsibilities as these are related to careers.
2. Interest and achievement in the educational program emphasizing communications and basic skill areas.
3. Understanding of the relationship between what is learned in school and its relevance to the world of work.
4. Understanding of the world of work and its impact on the individual and society.
5. Decision making skills related to assessing, planning, implementing and evaluating career choices.
6. Work entry level skills upon exiting formal educational program.
7. Recognition of the need for continual learning as it relates to life-pattern changes in a changing society and environment.
8. Appreciation for healthful living and leisure time pursuits as contributors to self-realization.
9. Understanding of, appreciation for, and development of family life skills.

Although a comprehensive, state-wide program for career education may help to decrease unemployment over time, the purpose of this effort is not directly to increase employment in Minnesota. Nor is it to serve the human power needs of business and industry in this state, although again this may be a side effect. The Career Education Plan addresses quality of life in Minnesota. Its aim is to ensure that every student shall have the opportunity to develop her/his career with the greatest possible awareness of self, world, work and of the variety of educational resources which one may utilize to prepare for that career. More specifically, the Career Education Plan assists school districts in making education at all levels relevant to work values and to life roles and choices such as family, leisure and community involvement. The Plan's major goal is to help those who teach and those who learn to increase the emphasis they place on career development, exploration, decision making and life planning, and to do it in a way that will eliminate bias and stereotyping in terms of race, sex, age, economic status and handicap in such activities.

An examination of the nine student outcome goals and the management tasks on the reverse side of this poster reveals that there is considerable overlap between career education and other aspects of school — especially the developmental components found in the areas of guidance, social studies, drug education and human relations. Coordination of curriculum and other interventions is necessary in order to maximize student benefits and to reduce duplication of efforts.

If career education is to be truly comprehensive it cannot be left solely as a responsibility for educators. The entire community needs to be drawn upon in order to give students wide-range career exposure. Business, labor and service organizations have recognized the value of becoming involved in career education in the schools. Explorer Scouts, 4H, service groups, parents, National Alliance of Business, NAACP, Business and Professional Women, National Organization for Women, Vocational Rehabilitation Division are a few of many resources which have been tapped for career education.